



## East End Elementary

505 East Second Ave  
Easley, SC 29640

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	741 Students	
<b>Principal</b>	Tammy Day	864-855-7860
<b>Superintendent</b>	Dr. Henry Hunt	864-855-8150
<b>Board Chair</b>	Jim Shelton	864-836-8465

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Excellent</b>
2008	Excellent	Below Average
2007	Good	Average
2006	Good	Average
2005	Good	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
20	21	8	0	0

\* Ratings are calculated with data available by 06/01/2010.

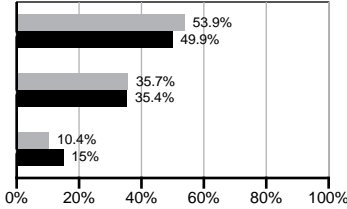
Palmetto Assessment of State Standards (PASS)

Exemplary

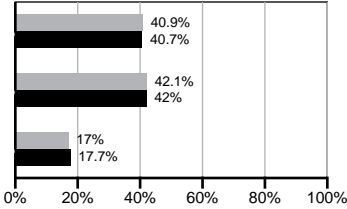
Met

Not Met

English/Language Arts



Mathematics

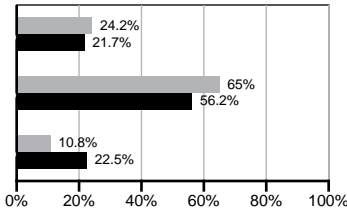


Exemplary

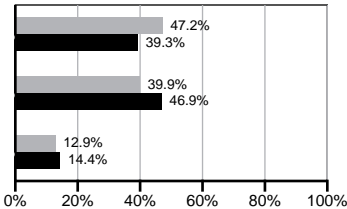
Met

Not Met

Science



Social Studies

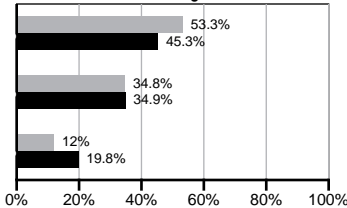


Exemplary

Met

Not Met

Writing



Our school

Elementary schools with Students Like Ours

\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=741)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 84.1%	100.0%	100.0%
Retention rate	2.6%	Down from 3.4%	1.5%	1.9%
Attendance rate	97.0%	Up from 96.7%	96.6%	96.3%
Eligible for gifted and talented	20.3%	Down from 22.1%	17.4%	10.0%
With disabilities other than speech	4.6%	Up from 3.6%	8.1%	7.7%
Older than usual for grade	0.2%	Down from 0.4%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	36.4%	Up from 32.5%	60.7%	59.4%
Continuing contract teachers	77.3%	Down from 80.0%	82.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.6%	Down from 92.2%	85.7%	85.9%
Teacher attendance rate	96.6%	Down from 96.7%	95.2%	95.1%
Average teacher salary*	\$43,151	Up 2.1%	\$47,927	\$47,149
Professional development days/teacher	19.4 days	Up from 15.3 days	10.4 days	11.1 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 17.1 to 1	20.0 to 1	18.8 to 1
Prime instructional time	92.9%	Up from 92.7%	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,903	Up 11.0%	\$6,629	\$7,458
Percent of expenditures for instruction**	63.3%	Up from 61.7%	70.5%	68.8%
Percent of expenditures for teacher salaries**	56.5%	Down from 57.1%	65.1%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

2008-09 was a wonderful year for East End Elementary. During this year, many accomplishments were acknowledged for East End. We learned that East End was named a National Blue Ribbon School by the US Department of Education (USDE). This USDE award is for schools "who are academically superior or that demonstrate dramatic gains in student achievement." This accomplishment was honored in a ceremony in Washington, D.C. In addition, the school held a Blue Ribbon Parade for all students, faculty, and parents to celebrate this recognition. East End continued to be a Red Carpet School as acknowledged by the SC Department of Education (SCDE) for providing excellent customer service. Our test scores noted an Excellent rating on the Absolute Performance Index. East End was acknowledged as a Palmetto Gold school by the SC Education Oversight Committee (EOC). The EOC recognized East End with its Closing the Achievement Gap honor. This acknowledges schools that have minority groups and students who participate in federally funded lunch programs scoring at the same high rate of achievement as those who are non-minority and do not participate in free and reduced lunch programs. Our school met Adequate Yearly Progress (AYP) as measured by NCLB (No Child Left Behind). East End was invited to participate in the Palmetto Gold and Silver Showcase with the SCDE. We exceeded all growth targets as measured by NWEA on MAP (Measures of Academic Progress) in all subjects and grade levels. East End was named as a National School of Caring for the Souper Bowl of Caring outreach to local benevolent organizations. We were also named a Safe Kids School by Safe Kids of the Upstate. East End was recognized as the "March of Dimes Elementary School of the Year" as a result of collecting the most funds to assist in the prevention of child birth defects.

The Mission of East End Elementary is "Excelling in Academics, Encouraging Character, Embracing the Community, and Seeking Success for All Students." Two strong and vital forces in this effort are our School Improvement Council and our PTO. Our Sole Survivor effort resulted in 4,283 pairs of shoes collected that were used to support needy families through United Christian Ministries and Miracle Hill or were sent to third world countries or used for material for recycled playgrounds. Through this outreach effort, these shoes were also diverted from local landfills. In addition, the Go, Bulldogs, Go! literacy drive collected 4,218 books for the Pickens County Literacy Association. We continue to strive to provide parents, students, and visitors a welcoming environment and involvement through our Meet the Teacher Night, PTO programs, Munchies for Moms, Dad's Day, Grandparents' Night, Family Fun Night, Awards Days, School Wide Christmas Assembly, Christmas Kids Dinner, weekly Principal's Good Book recognitions, weekly Fish Bowl recognitions, Honor Roll recognitions, Field Days, and other special celebrations. East End again participated in the Zest Quest program, which encourages a healthy lifestyle for our students. In addition, we participated in the Health Promotion Specialists School Based Oral Health Service, which provided free dental services for our students. A high point in the year as the "New Shoes for East End", where a private benefactor provided brand new athletic shoes for all our students who were in need of new shoes. The East End Bulldog Family continues to embrace its roots and work towards becoming the best that we can be for our students. 2008-09 was indeed a very successful year.

Tammy Day, Principal

Griffin Hill, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	108	68
Percent satisfied with learning environment	97.3%	96.3%	93.9%
Percent satisfied with social and physical environment	100.0%	96.3%	94.1%
Percent satisfied with school-home relations	97.2%	94.4%	91.2%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	362	100	10.4	35.7	53.9	96.3	87.9	82.8	Yes	Yes
<b>Gender</b>										
Male	203	100	14.3	35.2	50.5	95.4	85.3	79.3	N/A	N/A
Female	159	100	5.3	36.4	58.3	97.4	90.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	294	100	7	34.9	58.1	97.5	89.1	89.5	Yes	Yes
African American	43	100	27.5	35	37.5	87.5	78.6	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95.6	92.3	I/S	I/S
Hispanic	17	100	29.4	47.1	23.5	94.1	82.3	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	12.9	67.7	19.4	96.8	60.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	25	41.7	33.3	91.7	82.9	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	120	100	17.9	45.5	36.6	93.8	81.2	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	362	100	17	42.1	40.9	89.3	83.8	78.9	Yes	Yes
<b>Gender</b>										
Male	203	100	17.3	39.8	42.9	89.8	82.3	77	N/A	N/A
Female	159	100	16.6	45	38.4	88.7	85.3	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	294	100	12.3	43.7	44	93.3	85.6	87.2	Yes	Yes
African American	43	100	37.5	35	27.5	67.5	67.7	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.1	93	I/S	I/S
Hispanic	17	100	47.1	41.2	11.8	76.5	80.2	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.5	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	48.4	29	22.6	64.5	52.9	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	41.7	33.3	25	75	82.9	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	120	100	31.3	43.8	25	79.5	75.9	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	236	100	10.8	65	24.2	89.2	76.8	67.5
<b>Gender</b>								
Male	136	100	10.8	65.4	23.8	89.2	76.3	67
Female	100	100	10.8	64.5	24.7	89.2	77.4	68
<b>Racial/Ethnic Group</b>								
White	193	100	7.6	65.8	26.6	92.4	79.2	79.5
African American	27	100	28	56	16	72	58.3	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.1	84.3
Hispanic	11	100	N/AV	N/AV	N/AV	81.8	66.7	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	24	100	18.2	68.2	13.6	81.8	45	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	69.8	59.6
<b>Socio-Economic Status</b>								
Subsided meals	77	100	12.9	70	17.1	87.1	67.4	55.1

**Social Studies**

All Students	241	100	12.9	39.9	47.2	87.1	78.8	72.3
<b>Gender</b>								
Male	141	100	9.5	43.1	47.4	90.5	78.5	71.5
Female	100	100	17.7	35.4	46.9	82.3	79.2	73.2
<b>Racial/Ethnic Group</b>								
White	189	100	13.7	36.6	49.7	86.3	80	80.7
African American	33	100	15.6	50	34.4	84.4	68.4	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90	88.5
Hispanic	12	100	N/AV	N/AV	N/AV	100	76.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.7	72.2
<b>Disability Status</b>								
Disabled	22	100	38.1	47.6	14.3	61.9	49.1	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	77.8	67.9
<b>Socio-Economic Status</b>								
Subsided meals	86	100	19.8	49.4	30.9	80.2	69.8	62.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	364	100	12	34.8	53.3	88	78.9	70.2	97	96.5
Gender										
Male	205	100	16.6	41.7	41.7	83.4	72.2	63.2	97	96.4
Female	159	100	5.9	25.7	68.4	94.1	86.1	77.5	97	96.5
Racial/Ethnic Group										
White	295	100	9.4	34.3	56.3	90.6	80.6	79.1	96.9	96.4
African American	44	100	22	36.6	41.5	78	65.8	57.6	97.4	96.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.2	86.2	98.3	98
Hispanic	17	100	23.5	41.2	35.3	76.5	69.2	62.6	96.7	97
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.4	68.7	96.5	96.2
Disability Status										
Disabled	33	100	43.8	43.8	12.5	56.3	33.3	26.1	96.8	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	95.5
English Proficiency										
Limited English Proficient	12	100	16.7	41.7	41.7	83.3	73.4	61.2	97.6	97.7
Socio-Economic Status										
Subsidized meals	119	100	22.8	37.7	39.5	77.2	67.9	58.9	96.1	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	132	100	12.6	26	61.4	87.4
	4	115	100	11	40.4	48.6	89
	5	115	100	7.2	42.3	50.5	92.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	132	100	18.1	36.2	45.7	81.9
	4	115	100	12.8	45.9	41.3	87.2
	5	115	100	19.8	45	35.1	80.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	65	100	13.1	60.7	26.2	86.9
	4	115	100	10.1	67.9	22	89.9
	5	56	100	9.4	64.2	26.4	90.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	67	100	12.1	31.8	56.1	87.9
	4	115	100	8.3	45	46.8	91.7
	5	59	100	22.4	39.7	37.9	77.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	134	100	11.6	28.7	59.7	88.4
	4	114	100	15.5	36.4	48.2	84.5
	5	116	100	8.9	40.2	50.9	91.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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